

House File 2380

H-8230

1 Amend the amendment, H-8214, to House File 2380 as
2 follows:

3 1. By striking page 1, line 2, through page 2, line
4 50, and inserting:

5 <____. By striking page 45, line 26, through page
6 54, line 11, and inserting:

7 <DIVISION _____
8 EARLY LITERACY

9 Sec. _____. Section 256.7, Code Supplement 2011, is
10 amended by adding the following new subsection:

11 NEW SUBSECTION. 33. By July 1, 2013, adopt by
12 rule guidelines for school district implementation of
13 section 279.68, including but not limited to basic
14 levels of reading proficiency on approved assessments
15 and identification of tools that school districts may
16 use in evaluating and reevaluating any student who may
17 be or who is determined to be deficient in reading,
18 including but not limited to initial assessments and
19 subsequent assessments, alternative assessments,
20 and portfolio reviews. The state board shall adopt
21 standards that provide a reasonable expectation that
22 a student's progress toward reading proficiency under
23 section 279.68 is sufficient to master appropriate
24 grade four level reading skills prior to the student's
25 promotion to grade four.

26 Sec. _____. Section 256.9, subsection 53, paragraph
27 a, Code Supplement 2011, is amended to read as follows:

28 a. Develop and distribute, or approve, in
29 collaboration with the area education agencies, core
30 curriculum technical assistance and implementation
31 strategies that school districts and accredited
32 nonpublic schools shall utilize, including but not
33 limited to the development and delivery of formative
34 and end-of-course model assessments classroom
35 teachers may use to measure student progress on the
36 core curriculum adopted pursuant to section 256.7,
37 subsection 26. The department shall, in collaboration
38 with the advisory group convened in accordance with
39 paragraph "b" and educational assessment providers,
40 identify and make available to school districts
41 end-of-course and additional model end-of-course and
42 additional assessments to align with the expectations
43 included in the Iowa core curriculum. The model
44 assessments shall be suitable to meet the multiple
45 assessment measures requirement specified in section
46 256.7, subsection 21, paragraph "c".

47 Sec. _____. Section 256.9, subsection 53, Code
48 Supplement 2011, is amended by adding the following new
49 paragraphs:

50 NEW PARAGRAPH. c. Identify the scoring levels on

1 approved grade three reading assessments that provide
2 guidance to a school district for determining the
3 progress of a student pursuant to section 279.68, and
4 develop or identify and approve alternative performance
5 measures for students who are not proficient in
6 reading. Alternative performance measures approved
7 pursuant to this paragraph shall include but not be
8 limited to a demonstration of reading mastery evidenced
9 by portfolios of student work.

10 NEW PARAGRAPH. *d.* Establish, subject to an
11 appropriation of sufficient funds by the general
12 assembly, an Iowa reading research center to apply
13 current research on literacy to provide for the
14 development and dissemination of all of the following:

15 (1) Promising instructional strategies in reading.

16 (2) Reading assessments.

17 (3) Professional development strategies and
18 materials aligned with current and emerging best
19 practices for the teaching of reading.

20 Sec. _____. NEW SECTION. 256.25 Iowa family literacy
21 initiative.

22 1. An Iowa family literacy initiative shall
23 be established and administered by the department
24 to provide block grants to eligible entities that
25 integrate early childhood education, adult literacy,
26 parenting education, and interactive parent and
27 child literacy activities. If funds are appropriated
28 by the general assembly for the program, the state
29 board shall adopt rules for the administration of
30 the program, which shall be modeled on the federal
31 even start family literacy program enacted pursuant
32 to 20 U.S.C. §6381-6381k. For purposes of this
33 section, "*eligible entity*" means one or more school
34 districts that enter into a partnership with one or
35 more nonprofit community-based organizations, a public
36 agency other than a school district, a community
37 college, institution of higher education governed
38 by the state board of regents, an accredited private
39 institution as defined in section 261.9, or a public or
40 private nonprofit organization of demonstrated quality
41 as determined by the department.

42 2. The department, in consultation with the
43 child development coordinating council and the
44 early childhood Iowa state board, shall develop an
45 application process; establish grant application
46 selection criteria and priorities; and develop
47 indicators of program quality which shall be used by
48 the department to monitor, evaluate, and improve local
49 family literacy projects operated by grantees. The
50 department shall develop project standards for all

1 of the project elements established pursuant to this
2 subsection. A local family literacy project awarded a
3 block grant pursuant to this section shall include but
4 not be limited to all of the following elements:

5 a. Identification and recruitment of families most
6 in need of family literacy services.

7 b. High-quality, intensive instructional services.

8 c. Staff qualifications that meet department
9 standards.

10 d. Year-round services.

11 e. Coordination with other programs.

12 f. Local independent evaluation, the results of
13 which shall be used for program improvement and to
14 determine whether the project is meeting expectations
15 using the indicators of program quality developed by
16 the department.

17 Sec. _____. Section 256C.3, subsection 3, Code 2011,
18 is amended by adding the following new paragraph:

19 NEW PARAGRAPH. i. Provision for reimbursement of
20 reasonable administrative costs for persons providing
21 contract services for a local program. If justified
22 by the expenses involved, the administrative costs may
23 exceed eight percent of the direct costs attributed to
24 the contract services.

25 Sec. _____. NEW SECTION. **279.68 Student progression**
26 **— remedial instruction — reporting requirements.**

27 1. *Reading deficiency and parental notification.*

28 a. A school district shall provide intensive
29 reading instruction to any student who exhibits a
30 substantial deficiency in reading, based upon locally
31 determined or statewide assessments conducted in
32 kindergarten or grade one, grade two, or grade three,
33 or through teacher observations, immediately following
34 the identification of the reading deficiency. The
35 student's reading proficiency shall be reassessed by
36 locally determined and statewide assessments. The
37 student shall continue to be provided with intensive
38 reading instruction until the reading deficiency is
39 remedied.

40 b. The parent or guardian of any student in
41 kindergarten through grade three who exhibits a
42 substantial deficiency in reading, as described in
43 paragraph "a", shall be notified at least annually in
44 writing of the following:

45 (1) That the child has been identified as having a
46 substantial deficiency in reading.

47 (2) A description of the services currently
48 provided to the child.

49 (3) A description of the proposed supplemental
50 instructional services and supports that the school

1 district will provide to the child that are designed to
2 remediate the identified area of reading deficiency.

3 (4) Strategies for parents and guardians to use
4 in helping the child succeed in reading proficiency,
5 including but not limited to the promotion of
6 parent-guided home reading.

7 (5) That the assessment used pursuant to section
8 256.9, subsection 53, is not the sole determiner of
9 promotion and that additional evaluations, portfolio
10 reviews, performance measures, and assessments are
11 available to the child to assist parents and the school
12 district in knowing when a child is reading at or above
13 grade level and ready for grade promotion.

14 2. *Intensive instructional services.* A
15 school district shall do all of the following:

16 a. Provide for the completion of a student
17 portfolio for any student who exhibits a substantial
18 deficiency in reading.

19 b. Provide students who exhibit a substantial
20 deficiency in reading with intensive instructional
21 services and supports, free of charge, to remediate
22 the identified areas of reading deficiency,
23 including a minimum of a daily ninety-minute block of
24 scientific-research-based reading instruction and other
25 strategies prescribed by the school district which may
26 include but are not limited to the following:

27 (1) Small group instruction.

28 (2) Reduced teacher-student ratios.

29 (3) More frequent progress monitoring.

30 (4) Tutoring or mentoring.

31 (5) Transition classes containing students in
32 grades three and four.

33 (6) Extended school day, week, or year.

34 (7) Summer reading programs.

35 c. At regular intervals, apprise the parent or
36 guardian of academic and other progress being made
37 by the student and give the parent or guardian other
38 useful information.

39 d. Establish a reading enhancement and acceleration
40 development initiative designed to offer intensive
41 accelerated reading instruction to each kindergarten
42 through grade three student who is assessed as
43 exhibiting a reading deficiency. The initiative shall
44 comply with all of the following criteria:

45 (1) Provide assessments that measure phonemic
46 awareness, phonics, fluency, vocabulary, and
47 comprehension.

48 (2) Be provided during regular school hours in
49 addition to the regular reading instruction.

50 (3) Provide a reading curriculum that meets

1 guidelines adopted pursuant to section 256.7,
2 subsection 33, and at a minimum has the following
3 specifications:
4 (a) Assists students assessed as exhibiting a
5 reading deficiency in developing the ability to read
6 at grade level.
7 (b) Provides skill development in phonemic
8 awareness, phonics, fluency, vocabulary, and
9 comprehension.
10 (c) Includes a scientifically based and reliable
11 assessment.
12 (d) Provides initial and ongoing analysis of each
13 student's reading progress.
14 (e) Provides a curriculum in core academic subjects
15 to assist the student in maintaining or meeting
16 proficiency levels for the appropriate grade in all
17 academic subjects.
18 e. Report to the department of education the
19 specific intensive reading interventions and supports
20 implemented by the school district pursuant to this
21 section. The department shall annually prescribe the
22 components of required or requested reports, including
23 but not limited to a report on the number of students
24 retained under this section.>>
25 2. By renumbering as necessary.

WINCKLER of Scott